

Council on Postsecondary Education
May 22, 2005

2004-05 Strategic Planning Update

Campus Action Plans (Mission Parameters)

At the March 21 meeting, the Council endorsed the new public agenda for Kentucky's postsecondary and adult education system covering the period 2005-2010 and requested the institutions to develop campus action plans, including mission parameters. The staff has been working with the institutions to develop both the campus priorities for action and mission parameters in accordance with the timetable set by the Council last August and the guidelines proposed in January and approved in March (see Attachment A). The staff will work with the Executive Committee in June and July to review drafts and will bring recommendations to the Council for final approval in July.

Key Indicators of Progress

The staff has been working with the Key Indicators Advisory Group to develop an accountability system that monitors progress toward achievement of the public agenda and House Bill 1 goals. Attachment B provides an update and other details about this process.

Mission Parameters for the Public Universities and the KCTCS

KRS 164.020(4) requires the Council on Postsecondary Education to review, revise, and approve the missions of the state's public universities and the Kentucky Community and Technical College System. KRS 164.131(1), 164.350(2), and 164.830(1) require postsecondary governing boards to ensure their institutional missions are consistent with the statewide public agenda. Institutional missions are on file at the Council and were last updated in 1994. As part of the current strategic planning process, the institutions have been asked to review their missions to ensure alignment with the new public agenda, which was approved by the Council at its March meeting.

The process underway will result in a set of mission parameters for each university and the Kentucky Community and Technical College System. These parameters will differentiate the institutions in terms of their academic programs, degree levels, admissions selectivity, student mix, and kinds of research and stewardship activities. They will be useful in setting priorities and making programmatic and budget decisions at the state and campus level.

The Council approved an outline for preparing missions parameter statements March 21, which then was distributed to the institutions. The Council staff received first drafts from the institutions April 29 and will work with the institutional representatives to develop a recommendation to bring to the Council in July as part of the entire strategic planning package.

A number of issues require consideration as part of the mission parameter package. Some of these are listed below:

- **Graduate programs at the comprehensive universities** – KRS 164.295(2) provides that comprehensive universities can establish programs beyond the master's degree "to meet the needs of teachers, education leaders, and other certified personnel" upon approval by the Council. In their draft parameters, some comprehensive universities have indicated their intent to pursue doctorate degrees in the future, particularly in areas linked to regional needs. Currently, only the research universities offer doctorate degrees. State-level discussions about educational leadership programs are expected to influence discussions of this particular issue.
- **Research university missions** – House Bill 1 established goals of "a major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky" and "a premier, nationally-recognized metropolitan research university at the University

of Louisville.” KRS 164.125 states “the University of Kentucky shall be the principal state institution for the conduct of statewide research and statewide service programs.” KRS 164.815 states “the University of Louisville shall continue to be a principal university for the conduct of research and service programs without geographical limitation but subject to the implied limitation of KRS 164.125.” These statutory references raise issues about mission clarification and mission differentiation at the research universities, including the extent to which the University of Louisville should conduct research and service programs outside of the Louisville metropolitan area.

- **Stewardship of place** – In its 2004-06 budget request, the Council included funds for “regional stewardship.” The concept of “stewardship of place” is gaining prominence both statewide and nationally. The mission issues associated with this concept include the definition of “place” and what it means operationally.
- **Remediation** – Remediation is a major issue in postsecondary education statewide and nationally. The mission issues associated with remediation include the varying levels of responsibility of KCTCS, Kentucky Adult Education, and the public universities and colleges for remediation.

The Council staff seeks the guidance of the Council on these and any other mission-related issues as it enters into discussions with the institutions.

Key Indicators for the 2005-2010 Public Agenda

In revising the key indicators for the 2005-2010 public agenda, the Council staff has worked to refine the accountability system while preserving its established strengths. The overall structure continues to be five questions that present a broad range of policy issues in concise, everyday language. The total number of indicators remains small to focus attention where it will most help reform efforts and help policymakers not drown in a sea of statistics. Goals for progress will continue to be set for each of these indicators at the institutional and state levels. The Council staff has worked with an advisory group of representatives from institutions and state government during the development of this accountability system and has held additional meetings to solicit feedback from other interested parties. This Key Indicator Advisory Group will continue to meet into June. Revisions to this draft will be shared with the Council for review prior to approval at the July Council meeting.

The major refinement of the key indicators structure is the tailoring of sets of indicators to mark progress first at the state level and then at the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes of postsecondary education and ensuring the ability to compare Kentucky's progress to that of other states. Tailored sets of key indicators also have been developed for each question by institutional sector: research universities, comprehensive universities, KCTCS, independent institutions, and Kentucky Adult Education. These sets of sector-specific key indicators better reflect the divergent missions of the different types of institutions as set out in House Bill 1. Further differentiation among institutions that recognizes the distinct role of each campus in the system will occur during the goal-setting process.

Another innovation is a new indicator designed to hold the system accountable for closing the achievement gap of underrepresented minority students. Because the act of earning a degree is the ultimate measure of success in postsecondary education, the number of degrees conferred was selected for this measure. Other more detailed information about achievement gaps at all levels will accompany the development of the Council's EEO or diversity plan.

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Too many Kentuckians are not prepared to take full advantage of postsecondary education. Too many high school students are not ready for college when they graduate and too many do not graduate from high school. This question about preparedness is answered by looking at college entrants in two ways—as high school graduates and as incoming college students. The major change in these revised indicators is the more narrow focus on college entrants themselves rather than statistics about the state's population as a whole, such as the college participation rate of adult Kentuckians, which has been dropped.

While it is difficult for colleges and universities to help their students become more prepared before they arrive on campus, there is one way this does occur. The majority of Kentucky's K-12 teachers are graduates of Kentucky's public and private colleges and universities; consequently, new indicators focusing on teacher preparation have been added to include this vital aspect of student preparation. Also, the inclusion of teacher preparation permits Question 1 to be measured at the institutional level for the first time.

State-level Key Indicators

1. ***K-12 student achievement (current indicator):*** High school student achievement is measured with the average ACT score of Kentucky's ACT takers. The ACT is a standardized measure of students' readiness for college and permits the direct comparison of Kentucky's high school students with students in other states. Changes in the number of students who take the exam are important contextual information that will be tracked and reported along with this indicator.
2. ***High school students scoring a three or higher on Advanced Placement exams (current indicator):*** Students who score high enough on AP exams for college credit are clearly prepared for college and capable of doing college-level work. This measure is currently part of a composite indicator that also includes the dual enrollment of high school students. Dual enrollment has been removed because its impact on postsecondary success is uncertain at this time.
3. ***Incoming Kentucky high school graduates not requiring remediation in mathematics and English:*** This new indicator directly measures the overall readiness of incoming students for college-level work with the percentage of first-time undergraduates from Kentucky high schools who are not required to take remedial courses.

4. ***K-12 teacher preparation:*** This indicator addresses the influence of postsecondary education on the K-12 system through the preparation of K-12 teachers. Two measures are currently under consideration: the percent of courses taught by "highly qualified" teachers as defined by the federal *No Child Left Behind Act* or the percent of teachers who graduated with majors in the field in which they are teaching. This second statistic is taken from *Measuring Up: The State Report Card on Higher Education*, a biennial report widely referenced in these key indicators. *Measuring Up* is issued by the National Center for Public Policy and Higher Education and provides both a historical perspective and comparisons to other states.

Institution-level Key Indicators

Research universities, comprehensives, and independents:

1. ***K-12 teacher preparation:*** Teacher preparation at the institutional level will be measured with the Quality Performance Index of teacher education programs developed by the Kentucky Education Professional Standards Board. This index incorporates several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers into one overall grade.

Kentucky Adult Education:

1. ***Adults earning GEDs:*** The annual number of GED recipients provides a measure of the number of adults who are advancing in their education and who have entered the pool of potential college entrants.

QUESTION 2: IS KENTUCKY POSTSECONDARY EDUCATION AFFORDABLE FOR ITS CITIZENS?

All citizens of Kentucky deserve access to affordable postsecondary education, and the Council takes very seriously its charge to develop ways of measuring progress in pursuit of this goal. However, the affordability of college is a complex issue and one that is difficult to measure. National data sources and measures do not provide a comprehensive picture of cost and discounting. Consequently, the question of affordability will continue to be answered using *Measuring Up* statistics at the state level, but more refined indicators will be developed through the affordability study recently commissioned by the Council. This study will provide invaluable information to help develop and refine new ways of answering the important question of affordability.

State-level Key Indicators

1. ***Kentuckians' ability to pay for college (current indicator):*** This indicator presents the net cost of college as a percent of the average (median) family income in the state. Comparison to other states is possible through *Measuring Up*, from which this statistic is taken.
2. ***Low-income Kentuckians' ability to pay for college (current indicator):*** To determine if college is affordable for Kentucky's neediest families, this indicator presents the "sticker price" of the lowest-priced institution as a percentage of the average (median) family income for those families in the lowest one-fifth of the income distribution (from *Measuring Up*).
3. ***State investment in need-based financial aid (current indicator):*** This indicator provides a comparison of Kentucky's investment in need-based financial aid to that of other states by presenting need-based aid as a proportion of federal Pell grant spending (from *Measuring Up*).
4. ***Student loan debt (current indicator):*** The average amount of student loan borrowing is an indicator of students' reliance on borrowing as an affordability strategy and a dollar amount that should be kept as low as possible. As with all indicators taken from *Measuring Up*, this indicator enables comparison to other states.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. ***Net cost of attendance as a percent of median family income:*** This indicator will measure the "real" cost of attending individual institutions (including grants, loans, and discounts) against the median family income of the state or institution's service region and will be fully developed as a part of the 2005 affordability study.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a credential or acquiring a marketable skill. The Council proposes increasing the number of students enrolling in, progressing through, and graduating from Kentucky's colleges and universities.

Three basic types of indicators will answer this question: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs and the timeliness with which they do so.

State-level Key Indicators

1. ***Ninth-graders' chance for college by age 19 (current indicator):*** This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school graduation rate and the college-going rate into one number. Kentucky can be ranked relative to other states using this statistic.
2. ***Undergraduate enrollment (current indicator):*** The total headcount of undergraduate students in the fall semester provides an overview of the total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's public agenda (includes all students, full-time and part-time, degree and nondegree).
3. ***Graduate enrollment (current indicator):*** The number of graduate and professional students provides another level of information on Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional and managerial workforce.
4. ***Degrees and other credentials awarded (current indicator):*** The total annual number of certificates, diplomas, and degrees awarded at every level is perhaps the most important output measure of postsecondary education. The number of graduates has a direct effect on the educational attainment level of Kentucky's citizens and reflects the number of student success stories every year. Information on degrees by level also will be provided.
5. ***Degrees and other credentials awarded to racial-ethnic minorities:*** Closing the achievement gaps between racial-ethnic groups is a crucial issue that crosscuts the five questions. The number of degrees conferred was selected for this indicator because it is the measure that best captures the full impact of achievement gaps at all levels along the educational pipeline.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. ***Undergraduate enrollment (current indicator):*** At the institutional level, the total undergraduate headcount enrollment is a measure of the institution's

contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.

Four-year institutions only (research universities, comprehensives, and independents):

1. ***Graduate enrollment (current indicator):*** The total headcount enrollment of graduate and professional students at the institutional level is a measure of the institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.
2. ***Students transferring from KCTCS, all semesters (current indicator, revised):*** The transfer of students from KCTCS to four-year institutions is an important area of growth if Kentucky is to raise its level of educational attainment. This indicator has been revised to include transfers in all semesters, not just the fall semester, because approximately one-third of all transfers currently occur in the spring and summer semesters.
3. ***Graduation rate (current indicator):*** This indicator measures the percent of full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness.
4. ***Degrees and other credentials awarded (current indicator):*** The number of degrees and other credentials awarded every year is an important measure of a school's output and is a direct link to the overall goal of increasing educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS two-year institutions.
5. ***Degrees and other credentials awarded to racial-ethnic minorities:*** This indicator will measure how individual institutions are progressing toward closing the achievement gap among their own students.

KCTCS only:

1. ***Persistence rate:*** This new indicator, under consideration for KCTCS, is a composite statistic which looks at the percent of incoming students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and intermittent students enrolled at the two-year level and is being considered as a replacement for the reporting of retention and transfer rates for KCTCS.

2. ***Degrees and other credentials awarded (current indicator):*** This indicator includes all the sub-baccalaureate certificate, diploma, and degree programs awarded by KCTCS and measures progress toward raising attainment levels at the sub-baccalaureate level.
3. ***Degrees and other credentials awarded to racial-ethnic minorities:*** This indicator will measure how KCTCS is progressing toward closing the achievement gap at the sub-baccalaureate level.

Kentucky Adult Education only:

1. ***College-going rate of GED graduates (current indicator):*** Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator highlights an important channel of access to postsecondary education.
2. ***College-going rate of racial-ethnic minority GED graduates:*** Achievement gaps are found at all levels of education. One means of solving this problem is to measure the ethnic makeup of GED graduates who go on to postsecondary education and to increase minority representation.

QUESTION 4: ARE COLLEGE GRADUATES PREPARED FOR LIFE AND WORK IN KENTUCKY?

As the Council revises its accountability system, good progress has been made toward developing ways to answer this question. Kentucky's recent participation in the National Forum on College-Level Learning's Student Learning Pilot, along with four other states, demonstrated the feasibility of administering a single, uniform assessment of the knowledge and skills that students have gained during their time in college. The Council staff plans to implement statewide all three assessments developed through this project: the Collegiate Learning Assessment at the baccalaureate level, the WorkKeys assessment at the two-year level, and data on graduate school entrance exam scores and licensure exam pass rates.

The Council will continue to use the National Survey of Student Engagement to measure civic participation and the degree to which undergraduate students are actively engaged in their college or university at the institutional level. These indicators have been expanded to cover KCTCS institutions in the inclusion of data from the Community College Survey of Student Engagement (CCSSE), a parallel survey run by NSSE.

State-level Key Indicators

1. ***Performance of college graduates on statewide learning assessments:*** The College Learning Assessment and WorkKeys tests directly measure the skills and knowledge students have acquired in their postsecondary education. Student performance on these tests demonstrates the preparation level of Kentucky's postsecondary graduates and provides a comparison to other states.
2. ***Performance of college graduates on licensure or graduate school entrance exams:*** Students' performance on these exams is another strong indication of their readiness for life and work. Licensure exams directly measure a student's employability in his chosen field. In most cases, these measures also provide a comparison to other states.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. ***Student engagement in the undergraduate learning experience (current indicator):*** Utilizing the National and Community College Surveys of Student Engagement (NSSE and CCSSE), this measure captures the students' opinions of their institution, providing information on the level of academic challenge, the quality of faculty-student interaction, and other aspects of the student experience. This measure provides comparison with other institutions nationally.
2. ***Civic participation of students (current indicator):*** The civic participation of students through volunteering and voting is another dimension of student preparedness for responsible citizenship. This indicator also uses data from NSSE, providing comparison nationally.

QUESTION 5: ARE KENTUCKY'S PEOPLE, COMMUNITIES, AND ECONOMY BENEFITING?

Kentucky needs better jobs and a workforce with the knowledge and skills to fill them. Otherwise, the House Bill 1 goals of higher per capita income and an improved standard of living cannot be met. In addition to measuring the economic impact of Kentucky's postsecondary institutions, this revision expands how this question is answered to better incorporate institutions' responsibility to serve as stewards of place more broadly.

Two types of measures will help gauge success: economic development and community service. Economic development includes measures such as research

and development expenditures, job training programs, and business start-ups. Community service indicators include staff and faculty community involvement, schools' community service projects, and programs that bring the expertise of faculty to bear on issues of regional and statewide importance.

This expansion to include measures of stewardship of place puts Kentucky once again on the front line of defining and implementing new accountability measures. Fortunately, Kentucky is in good company. The Carnegie Corporation, a non-profit organization that runs the classification system of colleges and universities, is currently in the process of developing a new level of institutional classification based on community engagement. Because of this, the indicators below that deal with community service will be further developed in conjunction with these national standards and are presented here as conceptual placeholders.

State-level Key Indicators

1. ***Research and development per capita:*** This indicator measures the total research and development activity of the postsecondary system relative to the size of the state and also is a measure of the funds that colleges and universities contribute to the state's economy. This federally-derived measure provides comparison with other states, especially Kentucky's economic competitors.
2. ***College graduates remaining in Kentucky to live and work:*** The Council proposes to regularly measure the extent to which the state benefits from its investment in postsecondary education by having its college graduates remain in Kentucky and contribute to the life and economy of the state.
3. ***Degree and other credential production in focus fields (current indicator, revised):*** Graduates in "new-economy" fields are vital to Kentucky's efforts to bring high-value jobs and industries into the state. This indicator will focus attention on degree production in those areas that will bring the greatest economic benefit to Kentucky. The process of choosing which degrees to include is currently underway and will include input from a range of state-level economic development experts.

Institution-level Key Indicators

Research universities only:

1. ***Extramural research and development expenditures (current indicator):*** Research and development funding from federal and all other outside sources reflects an institution's potential for economic development and

measures the positive economic impact this research activity has in its community.

2. ***Business start-ups:*** To encourage and reward Kentucky's research universities in their vital entrepreneurial role, this indicator measures the number of new and continuing companies spun off from university research and commercialization.

Research universities, comprehensives, and KCTCS:

1. ***Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups:*** Faculty and staff expertise often provides invaluable service to their communities through types of contracts and formal agreements that are not captured under traditional research measures. This indicator will be further defined in conjunction with Carnegie's efforts to develop a classification based on community engagement.
2. ***Faculty/staff community involvement as extensions of their university roles:*** The formal participation of faculty and staff in community organizations is an important way in which institutions contribute to their local communities and regions. This indicator also will be defined in coming months in conjunction with Carnegie's efforts to develop a classification based on community engagement.
3. ***Degrees and other credentials produced in focus fields:*** It is essential to measure degree production in focus fields at the institutional level to see each institution's contribution to the whole.

KCTCS and Adult Education only:

1. ***People served by workforce training programs:*** Workforce training is a vital service that institutions provide to employees and to employers in their communities, and one that has a direct impact on economic development.

Total Number of Key Indicators
PRELIMINARY SUMMARY

	State	Research Universities	Four-Year Comprehensives	KCTCS	Independents	Kentucky Adult Education
Question 1	4	1	1	0	1	1
Question 2	4	1	1	1	1	0
Question 3	5	6	6	4	6	2
Question 4	2	2	2	2	2	0
Question 5	3	5	3	4	0	1
Total	18	15	13	11	10	4

INSTITUTION-LEVEL KEY INDICATORS PRELIMINARY SUMMARY

QUESTION 1: Are more Kentuckians ready for postsecondary education?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	INDEPENDENTS	KENTUCKY ADULT EDUCATION
<ul style="list-style-type: none"> K-12 teacher prep (EPSB Quality Performance Index) 	<ul style="list-style-type: none"> K-12 teacher prep (EPSB Quality Performance Index) 	<ul style="list-style-type: none"> K-12 teacher prep (EPSB Quality Performance Index) 	<ul style="list-style-type: none"> Adults earning GEDs

QUESTION 2: Is Kentucky postsecondary education affordable for its citizens? **

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income

QUESTION 3: Do more Kentuckians have certificates and degrees?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS	KENTUCKY ADULT EDUCATION
<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Students transferring from 2- to 4-year institutions, all semesters * Six-year graduation rate * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Students transferring from 2- to 4-year institutions, all semesters * Six-year graduation rate * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment * Persistence rate Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Students transferring from 2- to 4-year institutions, all semesters * Six-year graduation rate * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> College-going rate of GED graduates * College-going rate of racial-ethnic minority GED graduates

QUESTION 4: Are college graduates prepared for life and work in Kentucky?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students * 	<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students * 	<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students * 	<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students *

QUESTION 5: Are Kentucky's people, communities, and economy benefiting? ***

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS	KENTUCKY ADULT EDUCATION
<ul style="list-style-type: none"> Degree and other credential production in focus fields * Extramural research and development funding * Business start ups Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups Faculty/staff community involvement as extensions of their university roles 	<ul style="list-style-type: none"> Degree and other credential production in focus fields * Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups Faculty/staff community involvement as extensions of their university roles 	<ul style="list-style-type: none"> Degree and other credential production in focus fields * People served by workforce training programs Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups Faculty/staff community involvement as extensions of their college roles 	<ul style="list-style-type: none"> Degree production in focus fields * 	<ul style="list-style-type: none"> People served by workforce training programs

* Current key indicator

** Institution-level key indicators will be defined after the conclusion of the affordability study currently being conducted.

*** Question 5 indicators may be revised based on national standards currently being developed by the Carnegie Corporation in its efforts to add a community engagement classification to its school classification system.

STATE-LEVEL KEY INDICATORS PRELIMINARY SUMMARY

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

- K-12 student achievement (average ACT) *
- High school students scoring a three or higher on Advanced Placement exams *
- Incoming Kentucky high school graduates not requiring remediation in mathematics and English (percent)
- K-12 teacher preparation (percent of classes taught by highly-qualified teachers under NCLB or *Measuring Up*'s percent of teachers with majors in field of instruction)

QUESTION 2: IS KENTUCKY POSTSECONDARY EDUCATION AFFORDABLE FOR ITS CITIZENS?

- Kentuckians' ability to pay for college *
- Low-income Kentuckians' ability to pay for college *
- State investment in need-based financial aid *
- Student loan debt *

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

- Ninth-graders' chance for college by age 19 *
- Undergraduate enrollment *
- Graduate enrollment *
- Degrees and other credentials awarded *
- Degrees and other credentials awarded to racial-ethnic minorities

QUESTION 4: ARE COLLEGE GRADUATES PREPARED FOR LIFE AND WORK IN KENTUCKY?

- Performance of college graduates on statewide learning assessments
- Performance of college graduates on licensure or graduate school entrance exams

QUESTION 5: ARE KENTUCKY'S PEOPLE, COMMUNITIES, AND ECONOMY BENEFITING?

- Research and development per capita
- College graduates remaining in Kentucky to live and work
- Degree and other credential production in focus fields *

* Current key indicator